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ABSTRACT

A description is provided of "Standard First Aid and Personal Safety," a required general studies course for first- or second-year health education students. The first sections present descriptive information on curricular placement of the course, time assignments, and targeted student populations; a glossary of terms; an overview of course content including long-range goals and objectives; and lists of course units and materials of instruction. Next, the course description indicates the content of the eight course units: (1) introduction to first aid and shock; (2) respiratory failure and artificial respiration; (3) choking and wounds; (4) poison and specific injuries; (5) burns, dressings, and bandages; (6) bone and joint injuries; (7) emergency rescue and short-distance transfer; and (8) comprehensive skill examination and written examination. For each unit, the description includes goals and objectives, planned activities, reading assignments, and sample test items. The final section includes student evaluation and course revision procedures. (HB)

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STANDARD FIRST AID
&
PERSONAL SAFETY
220

Chalmette Community College
Chalmette, Louisiana

Suzanne Delhomme
1983

EDUCATION 431B
Unit VIII
Dr. A. Cohen
March, 1983

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Course Description

A. Curricular Placement : General Studies - first or second year
Health Education required course

B. Time Assignment : 2 1/2 - 3 hours per week
Each unit has varying amount of time spent
on lecture, films, practice and demonstration
skills and review and test.

C. Description of Student Populations:

Students must have the ability to read and retain what they learn. They must remember important facts so that these facts can be instantly recalled in emergencies. The student's mental and physical condition has an important bearing on his learning ability. The student must have an adequate mental and physical ability.

The students can come from any discipline, but must have an interest in learning how to deal with basic emergencies. This course is a requirement for all who want to major in health related sciences including nursing, biology, and physiology.

The majority of students will be those interested in health sciences. They will be over the age of eighteen. About 1/4 of the class will be adults interested in personal safety measures.

The student rate of drop-out from the course is anticipated to be 20-30% of the class. The course is educational and stimulating, but has a moderate amount of time demands which may cause this amount of drop-out.

III. GLOSSARY

<u>Artificial Respiration:</u>	Procedure for causing air to flow into and out of lungs when natural breathing ceases.
<u>Bandages:</u>	Material used to hold dressing or splint in place.
<u>Burns:</u>	A injury resulting from heat, chemical agents, or radiation.
<u>Cravat:</u>	Type of application of a bandage.
<u>Dislocation:</u>	Displacement of bone end from joint.
<u>Dressings:</u>	Immediate protective cover placed over wound.
<u>Emergency Rescue:</u>	Procedure for moving victim from dangerous location to place of safety.
<u>First Aid:</u>	Immediate care given to a person who has been injured or has been suddenly taken ill. It includes self-help and home care if medical assistance is not available or is delayed.
<u>Fracture:</u>	Break or crack in the bone.
<u>Poisoning:</u>	Substance - solid, liquid, or gas-- that tends to impair health or cause death when introduced into body or onto skin surface.
<u>Respiratory Emergency::</u>	Normal breathing stops or is insufficient for life.
<u>Shock:</u>	Condition resulting in depressed state of many vital body functions.
<u>Sprain:</u>	Injury to ligament or muscle tendon at joint.
<u>Wounds:</u>	Wound is a break in continuity of tissues.

IV. COURSE CONTENTS:

This course includes eight (8) units, each with its own goals and objectives. Instructional media will include lectures, readings, demonstrations and audio-visual aids. The student is required to participate in skill demonstrates and encouraged to ask questions.

Major Course Goals:

- Long Range: The student will be able to provide immediate care to a person who has been injured or has been suddenly taken ill according to the methods taught from this course.
- End-of-Course:
1. The student will be able to identify a open or closed fracture and provide proper first aid care for victims of such injury.
 2. The student will be to evaluate first aid needs of the injured victim.
 3. The student will demonstrate ability to effectively assist choking victim.

The goal of the community college is to prepare the individuals attending the school to serve a specific community need. The standard first aid and personal safety course is provided to give the student a greater knowledge of the area of health care for the injured victim. The philosophy of the school is the belief that it is the right of all individuals to receive optimal knowledge about health and first aid.

Major course Objectives:

- Long Range: These 2 long-range objectives are hypotheses by means of which the instructor may assess the effects of the course.

1. Of the students who witness injury to a person within six months of completing the course 100% will be able to correctly perform first aid techniques to assist the injured person.
2. Of the students who complete this course, 30% will enroll in the advance first aid course within one year.

List of Units:

- Unit I: Introduction to First Aid and Shock
3 hours
- Unit II: Respiratory Failure and Artificial
Respiration
3 hours
- Unit III: Choking and Wounds
2 hours
- Unit IV: Poison and Specific Injuries
3 hours
- Unit V: Burns and Dressings and Bandages
3 hours
- Unit VI: Bone and Joint Injuries
3 hours
- Unit VII: Emergency Rescue and Short-
Distance Transfer
3 hours
- Unit VIII: Comprehensive Skill Examination
and Written Examination
3 hours

V. MATERIALS OF INSTRUCTION:

Required textbooks and manuals:

American Red Cross Standard First Aid and Personal Safety.
Second Edition, Doubleday & Company, Inc. , 1981.

American National Red Cross, The Basic First Aid Series 1, 2, 3,
and 4, Doubleday & Company, Inc., 1971.

Supplementary Text:

First Aid Pamphlets through the American Red Cross

Films available through the American Red Cross

VI. ORGANIZATION OF EACH UNIT OF INSTRUCTION:

UNIT I

Introduction to First Aid and Shock

I. Goal: You will know four (4) reasons for first aid and the value of first aid training.

Objective: 1. In class you will write in 50 words or less the 4 reasons for first aid.

100%

2. In class you will state aloud the 3 values of first aid training.

100%

II. Goal: You will be familiar with the general directions for giving first aid.

Objective: At your desk, you will demonstrate the following in pairs:

a. Maintain open airway and give mouth-to-mouth respiration

1. Wipe matter out of mouth
2. Tilt victim head
3. Pinch victim's nose
4. Blow into victim's mouth
5. Watch victim's chest rise
6. Remove your mouth and listen to air escape
7. Watch victim chest fall
8. Repeat

b. Control severe bleeding

1. Use cleanest material they have on their person
2. Use direct pressure
3. Use elevation
4. Exert pressure on supply artery
 - Brachial
 - Femoral

c. First aid for poisoning

1. Induce vomiting (expect when not advisable)
2. Maintain open airway and respiration
3. Seek medical assistance
4. Call Poison Control Number

100%

III. Goal: You will be able to give first aid treatment to a shock victim.

Objective: 1. In class, given a list of 12 statements of signs and symptoms of shock, you will distinguish which are early stages and which are late stages.

75%

2. In class you will write in 20 words or less the four important points in giving first aid to a shock victim.

75%

Planned Activities:

1. Personal welcome and introduction of instructor
2. Course prerequisites (none)
3. Requirements for successful completion and certification
 - a. attendance
 - b. class participation
 - c. evaluation (knowledge & skill)
4. Purpose of course
5. Lecture and demonstration 2 hrs.
6. Assignments:
 - a. skills demonstrated
 - b. Essay and quick score test

Reading Assignments:

Standard First Aid Text:

Chapter	pages
1	11-17
4	60-65
5	66-90

Basic First Aid Series Book 1

Sample Test Items:

The victim is weak. early stage of shock
 The victim becomes apathetic
 and relatively unresponsive. late stage of shock

UNIT II

RESPIRATORY FAILURE AND ARTIFICIAL RESPIRATION

I. Goal: You will know what are the causes of respiratory failure.

Objectives: In class a 20 quick score item test will be given to include definitions of respiratory emergency and artificial respiration and the three causes of respiratory failure.

80%

II. Goal: You will be able to perform artificial respiration by three methods.

Objectives: 1. In class, you will demonstrate, describe, and practice the three phases of artificial respiration using each type (3) of method.
 Phase I: Application
 Phase II: Not getting exchange
 Phase III: Airways remains blocked

Method:

mouth-to-mouth
 mouth-to-nose
 mouth-to-stoma

100%

2. Outside of class, the student will write a 300 word essay about artificial respiration to include:
 a. Objectives (why done)
 b. General facts to know
 c. The steps of each of the three phases of artificial respir.

100%

Planned Activities:

1. Lecture and Skills demonstrated on model	1 1/2 hrs.
2. Review and return demonstration	1 hr.
3. Test	1/2 hr.
4. Assignments	

Reading Assignments:

Standard First Aid Text:

Chapter	pages
6	91-94
2	18-44

Basic First Aid Series Book 1

Sample Test Items:

Respiratory failure caused by anatomic obstruction is one of the following:

- * A. tongue displacement
- B. Vomitus
- C. Explosion

UNIT III

CHOKING AND WOUNDS

I. Goal: You will know the prevention and procedure of first aid for choking victim.

- Objectives:
1. In class, the student will write in 50 words or less the five causes of choking. 80%
 2. Given a list of statements, the student will **state** whether it is a sign of choking. 80%
 3. Outside of class the student will write a 500 word essay on the procedure of giving first aid to choking victim.
Include:
 - a. Obstructed airway with conscious victim
 - b. Aspiration of fluids and objects into the larynx or lower air passages
 - c. Ways of preventing accidental swallowing 100%

II. Goal: You will be able to perform first aid techniques on open and closed wounds.

- Objectives:
1. Given a list of statements, the students will note whether the behavior is performed for open wounds or closed wounds. 80%
 2. In class, given a open wound on a model victim, the student will describe aloud and demonstrate the steps in giving first aid.
Must include:
 - direct pressure
 - elevation
 - pressure on supplying artery
 - Tourniquet application 100%

III. Goal: You will be able to apply measures of prevention of contamination and infection of wounds.

Objective: 1. Given a test, you will list the nine symptoms of wound infection and state the emergency care indicated.

80%

2. The student will state in 20 words or less the safeguards used when applying a dressing.

100%

Planned Activities:

1. Lecturing 1 hr.
2. Student Demonstrate of wound first aid 1/2 hr.
3. Supplies needed:
 - one 4" guaze pad
 - two blankets
 - one 3" wide strip of cloth
 - one 1" wide strip of cloth
 - one stick

Reading Assignments:

Standard First Aid Text:

Chapter	pages
6	95-98
2	18-44

Each student brings own supplies

Sample Test Item:

Signs of Choking

True / False

T	-----	Stridor
T	-----	Cyanosis of face
F	-----	Sneezing
T	-----	Stop breathing
F	-----	Able to talk

Decide whether statement is about open wounds or closed wounds or both.

A	_____	Stop bleeding
C	_____	Tenderness
B	_____	Swelling
A	_____	Protect contamination

A. open wound
B. closed wound
C. both

UNIT IV

POISON AND SPECIFIC INJURIES

- I. Goal: You will know how to give first aid treatment to victims of poisoning.
- Objectives:
1. In class, student will state in 50 words or less the causes of poisoning and include examples of poisons around the home. 100%
 2. Given a list of statements, you will indicate whether vomiting should or should not be induced. 80%
 3. Outside of class, in 300 words or less the student will state the 5 types of poisoning and treatment of each. 100%

Include:

 - a. poisoning by mouth
 - b. " " marine life
 - c. " " insects
 - d. " " snakes
 - e. " " accidental
- II. Goal: You will be able to assist a victim with an eye injury.
- Objective:
1. The student will describe aloud and demonstrate the first aid measures to remove a foreign body from the eye. 100%
- III. Goal: You will be able to give first aid to head and neck injured victim.
- Objectives:
- Outside of class student will write a 5 page essay about care of head and neck injuries.
- Include :
- a. Signs and symptom
 - b. First aid treatment to
 - scalp injury
 - brain injury
 - face and jaw injury
 - ear injury
 - nosebleeds
 - laceration
- 100%
2. In class, students in pairs will demonstrate on each other the application of a cravat bandage for forehead, ears and eyes. 100%

Planned Activities:

- | | |
|---|-------|
| 1. Lecture and demonstrations | 1 hr, |
| 2. Return student demonstrations and practice dressings | 1 hr. |
| 3. Test and questions | 1 hr. |

Reading Assignment:

Standard First Aid text:

Chapter

7

3

pages

95-125

45-59

Basic First Aid Series Book 1 and 3

Sample Test Items:

Causes of Poisoning : overdose drugs
 snake bites
 chemical ingested
 insect bites
 plants

Review pictures in text of cravat bandage and practice application

UNIT V

BURNS AND DRESSINGS AND BANDAGES

I. Goal: You will know the characteristic to distinguish between a first, second and third degree burns and each type of first aid treatment.

- Objective:
1. Given a list of characteristics of burns, you will match the degree of burn with them. 80%
 2. Given a list of statements you will match which treatment for degree of burn. 80%

II. Goal: You will know how to care for chemical burns and eye burns.

- Objective:
1. Given a list of 10 statements. you will decide whether the statement is a treatment of a chemical acid, alkali or gas burn. 90%

III. Goal: You will be able to correctly place six types of bandages on various areas of the body.

- Obective:
1. In class in groups of two, you will apply the following types of bandages.
Include:
 - a. Arm sling
 - b. Triangular bandage
 - c. Cravat bandage
 - d. Figure-of-eight bandage
 - e. Fingertip bandage
 - f. Open and closed spiral bandage 100%
 2. Given diagrams of different application of bandage, you will ~~name~~ each.
Include:
 - a. Anchoring a bandage
 - b. Tying off a bandage
 - c. Triangular bandage folded as cravat
 - d. Fingertip bandage
 - e. Figure-of-eight bandage

IV. Goal: You will be able to set up first aid kits of three types.

Objective: 1. In class, you will write in 100 words or less what is included in a unit type first aid kit, cabinet type and overview of other kits.
75%

Planned Activities:

- | | |
|-----------------------------------|----------|
| 1. Film and bandage demonstration | 1 hr. |
| 2. Student practice in pairs | 1/2 hr. |
| 3. Return demonstrate by students | 45 mins. |
| 4. Test and assignments | 1/2 hr. |

Reading Assignments:

Standard First Aid text:

Chapter	pages
9	144-159
13	177-194

Basic First Aid Series Book 2

Classroom Supplies:

Various dressings and bandages
First aid kits and supplies for display

Sample Test Item:

Match the type of burn with the correct sign / symptoms.

- | | |
|------------------|-------------------------------------|
| a. first degree | <u>a.</u> 1. Redness only |
| b. second degree | <u>b.</u> 2. Development of blister |
| c. third degree | <u>c.</u> 3. Charred appearance |
| | <u>a.</u> 4. Mild pain |
| | <u>c.</u> 5. No pain sensation |

Match which treatment with degree of burn.

May apply to more than one answer.

- | | |
|--------------------------------------|------------------|
| <u>a</u> 1. Must apply dry dressing. | a. first degree |
| <u>b</u> 2. Keep elevated | b. second degree |
| <u>a,b</u> 3. Apply cold water | c. third degree |

UNIT VI

BONE AND JOINT INJURIES

I. Goal: You will know the two types of bone fractures.

Objective: 1. In class, you will write in 20 words or less the difference between closed and open fractures. 100%

II. Goal: You will be able to state the signs and symptoms of fractures of the bone.

Objective: 1. Outside of class, student will write a 200 word or less essay about the signs and symptoms of fractures. 100%

III. Goal: You will be able successfully apply the principles of splinting.

Objective: 1. In class in a 100 words or less you will state eight (8) principles of splinting for fractures. 100%

IV. Goal: You will be able to give first aid treatment to various types fracture.

Objective: 1. During class, in pairs you will demonstrate and describe how to give first aid treatment to the following victims:
 a. Shoulder fracture
 b. Elbow fracture
 c. Upper leg fracture
 d. Lower leg fracture
 e. Spine and neck fracture 100%

V. Goal: You will be able to administer first aid for sprains and dislocation.

Objective: 1. Given an written example of an accident causing a dislocation of one joint and a sprain to another, you will state in 50 words or less the treatment of each.
 Include:
 a. signs and symptoms
 b. first aid treatment

Planned Activities:

- | | |
|------------------------------|---------|
| 1. Lecture and demonstration | 1 hr. |
| 2. Practice sessions | 1/2 hr. |
| 3. Test and Review | 1 hr. |
| 4. Classroom Supplies: | |

splints
strips of cloth-2
padding blanket

Reading Assignment:

Standard First Aid text:

Chapter

14

pages

195-224

Basic First Aid Series Book 2

Sample Test Items:

Difference between fractures:

Closed = not open-wound related

Opened = open-wound related

usually from external violence

UNIT VII

EMERGENCY RESCUE
AND
SHORT DISTANCE TRANSFER

I. Goal: You will know how to rescue victims away from dangerous location.

- Objectives:
1. After viewing a film on ways of performing emergency rescue, you will demonstrate the following emergency rescue methods of transfer.
 - a. Pulling victim
 - b. Lifting victim
 - c. Rescue with assistance
 - d. Blanket technique and lift
 - e. Three-man hammock carry
 - f. Three-man or four-man lift
 - g. Six man lift and carry
 - h. Stretcher placement and lift
 - i. Vehicle transfer

100%
 2. In class, in 200 words or less you will write how to rescue victims from the following:
 - a. From the water when your on the shore
 - b. From the water when your in the water
 - c. From the water when in a boat
 - d. ice rescue

100%

Planned Activities:

- | | |
|--|-----------|
| 1. Film and practice session | 1 1/2 hr. |
| 2. Test and demonstrate of skills | 1 hr. |
| 3. Review and answer questions from previous units | 1/2 hr. |

Reading Assignments:

Standard First Aid text:

Chapter
15

pages
225-253

UNIT VIII

COMPREHENSIVE SKILL EXAMINATION

AND

WRITTEN EXAMINATION

I. Goal: Complete course requirements through skill and written examination.

Objective: 1. You will take comprehensive written exam.
Include:

3- Essay (short)
80- Quick score answer items
20- True and False
100 questions total

80%

2. You will take comprehensive skill exam.

Include:

Previous skills learned in past units I through VII.

90%

Planned Activities:

1. Review and answer questions
2. Written exam
3. Skill exam

1/2 hr.
1 1/2 hrs.
1 hr.

Reading Assignments:

Standard First Aid text:
All chapters covered in units.

Basic First Aid Series Book 1,2, and 3

Sample Test Items:

Like previous examples given

VII. EVALUATION

Students will receive a pass or fail grading in this course. The student must pass the skill examination and written examination to be certified.

The American Red Cross is geared toward a mastery-oriented philosophy. The student must fulfill basic first aid treatment qualifications in order to advance to higher steps in the program.

If the student passes the course he may apply for the American Red Cross First Aid certificate and be recorded in the records for future advancement.

It is estimated that about 90% of students completing the course will achieve a passing grade. The students that obtain a fail grade will be allowed to retake the course when offered in the community or at the college.

Revision Procedures:

The need for course revision will be picked up in two ways. Course rating scales, filled out by the students at the end of the course, should point out major weaknesses and unpopular areas. The instructor then classifies and assesses these pieces of information and makes decisions about what is lacking or what needs improvement.

The second alert for revision need, and a very perceptive one, is provided by Student Gain Report Forms which are kept on each student and each objective by the instructor. The form will

indicate the percentage of students achieving the objective. When less than ninety percent of the students are achieving the required specifications for an objective, it needs to be examined more closely for measurement errors, clarity and appropriateness.

Another element that should be evaluated is the instructor's actual teaching. This is done by means of an Instructor Rating Scale. The information this imparts is for the instructor only. It should help the instructor improve the course by improving his/her teaching.

Some other revision procedures are the following:

Item analysis on test items with alteration of poor items.

Updating goals, objectives, content and bibliography